

Lindbergh Ribbon

CHAPTER 5 LINDBERGH ACHIEVEMENT



Cadet Technical
Sergeant

Chapter Goals	Recognize	Understand	Master
Introduction			
Duties and Responsibilities			X
Styles of Leadership		X	
Leadership Attributes			X
Supervisory Techniques		X	
Teaching Techniques: Presentations			X
Reading			X
Drill and Ceremonies			X

RECOGNIZE: Recall *with* some prompting. You will be tested on *some* of this material.
UNDERSTAND: Recall *without* prompting. You will be tested on *all* of this material.
MASTER: Understand and demonstrate at all times.

INTRODUCTION

Good! Now you are a cadet staff sergeant! You know the ABCD's of leadership and the roles of the NCO as a supervisor. You have gained some listening skills that will help you when you counsel and you have learned the value of feedback. Here in Chapter 5 you will discover more reading skills and will learn more about the different styles of leadership. In this chapter you will learn more techniques about teaching and supervising. There will be more drill and, of course, your preparation for the Lindbergh Achievement. You must still meet all physical fitness and moral leadership requirements. Good luck!



Fig 5-1 Charles A. Lindbergh

DUTIES AND RESPONSIBILITIES

When you become a cadet technical sergeant you will help cadet officers perform such duties as inspections and instruction on drill and courtesy. You may be in a direct leadership position (as a flight sergeant, for example) or in a staff position. You should set the example for professional behavior and keep high standards of discipline. You will find suggestions on how to perform inspections, teach drill, and keep records and reports.

As a flight NCO or element leader, you must ensure that your cadets are meeting the cadet program requirements. Arrange for drill sessions and let your superiors know if your cadets need tutoring in

LIST AND EXPLAIN THE DUTIES AND RESPONSIBILITIES OF THE FLIGHT NCO.

their aerospace education lessons. It is up to you to help each cadet meet the moral leadership and physical fitness requirements. You do not have to personally teach these; if your unit is not providing these programs, pass the word up the chain of command so your senior members get qualified people to teach or supervise them. As a cadet NCO you may be asked to help plan interesting unit activities. If so, coordinate these plans up the chain of command and with other staff members within your unit.

STYLES OF LEADERSHIP

In previous achievements you learned about different leadership traits and characteristics. In this chapter you will take a closer look at leadership styles. These will be mixed with leadership problems designed to give you some practical experience in leadership.

There are many definitions of leadership. One definition is: ***“Leadership is the process of influencing people to achieve a common objective or goal or mission.”***

Generally, you will motivate people to achieve goals common to themselves and their group. To do this, always be aware of human relations. This is difficult because you must put yourself in their roles, and understand their characteristics and viewpoints. You must get the job done, yet, meet your people’s needs. There are three styles for leading: authoritarian, democratic, and laissez faire.

Use the **authoritarian** style when you have time limits, critical situations, or when individuals cannot respond to less direct approaches. Examples are: a flight commander in combat or a surgeon performing an operation. In these instances they are leading teams that they helped to train to a high degree of proficiency for just such circumstances. If the authoritarian style is used excessively and exclusively, it becomes counter productive because then, it is based on fear. People cannot exercise their full potential in this type of atmosphere.

Use the **democratic (also called “participative”)** style along with effective listening, rational discussion, and consideration of others. Use this method so your people take equal parts in achieving their common goal. Their responsibilities may vary but they are still an equally important part of a single directed purpose. Using this leadership style requires a lot of education and training, both at first and ongoing. It can be a part of a regular training program.

The **laissez faire** (pronounced leh SAY fehr, meaning “to permit to do”) style is a “hands off” approach. Use it when your cadets are doing their jobs smoothly in a well coordinated and productive way. Stay and watch your people work. Remember, this kind of leader is “permitting to do,” not “leaving alone to do.” If they are getting the job done, do not interfere with them if they are doing it differently than you would. Consequently, wise judgment is a necessity. Like the democratic leader, you want efficient results, not pre-structured methods.

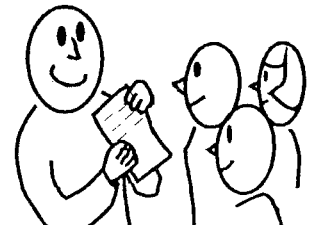
Actually, all three of these styles can be used within a few minutes of each other. As your experience with these styles develops, you will learn what, where, how, why, and how much of each leadership style

DEFINE THE THREE STYLES OF LEADERSHIP AND GIVE AN EXAMPLE OF EACH.

There will be some times when there is no room for individual creativity.

Those who cannot respond are those in physical shock (often found in Emergency Services situations) and those who are untrained.

Remember that the feedback loop was an effective way of refining a process. Democratic leadership is a feedback loop.



to use in each situation. Finally, to grow as a leader, be willing to keep at it.

Since being consistent is essential to any sound leadership style, explain actions that appear inconsistent. Explanations, training, and follow-through are always required. Watch other leaders and decide how you would deal with their situations. This builds your experience and helps your judgment of which leadership style to use in different situations.

LEADERSHIP ATTRIBUTES

In the many books about effective leadership, there are numerous attributes given. Eight of these will be important to your cadet career and are listed below. As you study them, you will see all are just good sense. See if you have these attributes.

Power. This is the ability to influence events and people. Power is more than exerting your will over others. It is the ability to persuade, motivate and organize.

Prominence. This is a good reputation in the eyes of higher authority. With such a reputation, your superiors will have confidence in you and delegate more authority to you. You can build your prominence by doing the best you can with tasks assigned to you.

Respect. This is the reputation that you complete what you say you will.

Awareness. Know what is going on around you. Be open to what others tell you even when it is disagreeable news or tough criticism.

Direction. Know where you are going. Know exactly what you want and work out a practical action plan to keep on track.

Structure. Plans are not self executing. Structure activities, define roles, delegate responsibilities, and establish expectations.

Prepare for conflict. Do not be surprised by conflict. Short fused crises come up and must be handled. Be poised under stress while facing varied situations in the midst of organizational confusion.

A good record. Produce good results regularly and establish a good record. People like to be teamed with a winner, a doer. Personal drive and effort add to the luster of achievement.

If something is working well, it may be better to leave it alone rather than to improve it. Other times it is not. Rely on the experience and judgment of others and of yourself to decide which is better.

Review the list of situations at the end of the chapter and indicate which type of leadership you would use. What would happen if a different style were used.

DEFINE THE EIGHT ATTRIBUTES OF LEADERSHIP.

List other things you might consider important to leadership.

SUPERVISORY TECHNIQUES

A fundamental weakness in leadership is not using your staff and subordinates. Give specific direction on what to do, not how, unless it involves safety. To help cadets develop initiative, give them freedom to develop their own ways of getting the job done. This list will help you ensure a task is understood, supervised and completed.

- Be sure there is a need for an order.
- Use the established chain of command.
- Develop the ability to think clearly so you can issue clear, concise, and positive orders.

LIST THE SUPERVISORY TECHNIQUES USEFUL IN EFFECTIVE DELEGATION.

- Encourage cadets to ask if they do not fully understand your orders or directives.
- Ask your cadets if they think there is something you did not make clear about the task.
- Watch them carry out your orders. Your supervision must be kind, but firm.
- Help them accomplish their mission in every possible way.
- Develop a trusting relationship with your cadets. Trust is a most important aspect of leadership. It allows free delegation of duties and authority and insures you will give your subordinates the space they need to do the job.
- Have a balance between over-supervision and under-supervision. Over-supervision stifles initiative and creates resentment. Under-supervision invites chaos and frustration.
- Train individuals as team members. They will act more effectively if they have team spirit. Make all training meaningful. Tell everyone its purpose. Ensure everyone knows what is expected of them, their unit, and their sister units. Knowing their capabilities and limitations develops mutual trust and understanding. Explain to each person their importance to the overall effectiveness of the unit. Insist they understand the functions of their co-workers.

TEACHING TECHNIQUES: PRESENTATIONS

Besides your duties as a leader, counselor and supervisor, you also will have to teach and make presentations. There are several other teaching techniques we will cover in more detail later. For now, here are seven hints that will help you to get up in front of a group. You will build on these skills and techniques with practice.

Know your subject. Review or research any part of your subject you are unsure about.

Be prepared. Make sure you have the materials needed to teach. Is a chalkboard available? Is there enough chalk? Is there an overhead? Does the projector work?

Appearance. Is your uniform in proper order? Make sure your shirt is clean and you are well-groomed.

Presentation. Introduce your subject. Have your outline handy and use it. Make sure to keep eye contact with your audience. Speak loudly, clearly and slowly enough to be heard and understood by everyone.

Teaching aids. Do not turn your back on your audience and talk to the chalkboard when writing. Have information ready to pass out. Have a back-up plan in case there is no chalk or no electricity.

Feedback. Ask questions or call for a discussion. Try to interact with the class. Review the subject before ending the class.

Evaluation. As a supervisor, you will need to evaluate yourself and subordinates. There are two types of evaluations: formal and

LIST THE SEVEN HINTS FOR GIVING BETTER PRESENTATIONS.

There are different methods to fit the audience and subject matter, ranging from one-on-one tutoring to formal classroom lecture.

Posture is also important. It can make you look crumpled.

Do not read your entire presentation. Do not distract your audience with mannerisms and the way you dress.

Note both positive and negative points for future preparations.

informal. Formal evaluations are done for promotions, awards and recommendations. Informal evaluations happen regularly to see how your people progress. Remember, effective evaluation is *continuous*, has specific objectives and is based on all the facts. Evaluate your feedback. Did you get your point(s) across?

READING

In Chapter 1, we discussed three simple ways to improve reading skills. Here we will look at some ways to improve reading comprehension, speed, and adaptability.

Comprehension

Comprehension is the most important factor in reading. It is the ability to understand what you see or hear. It is based on all of your experience and education. Comprehension is of two kinds, receptive and reflective.

Receptive comprehension of written material is the superficial, word for word understanding of the writer's meaning. You need to concentrate and have a good vocabulary to get the writer's intended meaning. The writer's words convey surface information to you.

Reflective comprehension is the ability to learn the full meaning beneath the writer's words. You must first understand the meanings of the words themselves before you can understand their deeper purpose and significance. Reflective comprehension is when you compare what you already know with the writer's statement, and then deciding which points you will accept or reject.

Speed

While speed is secondary to comprehension, it is still very important. By understanding how you read and by practicing with determination, you can increase your speed.

Increasing how many words you can recognize at a glance. Your span of recognition is how many words you can read at a single time (or fixation). If you can increase this span you will make fewer fixations per line and thus read faster. With practice, you can increase your span of recognition.

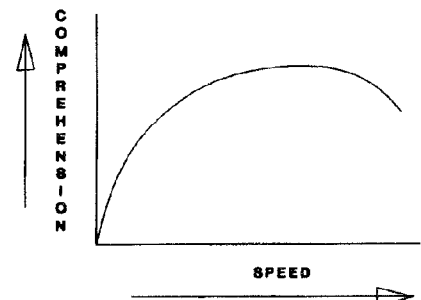
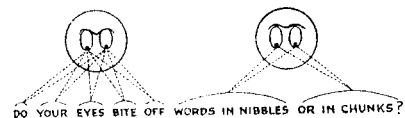
Regression. Regression is when your eyes move back to the left and fix on a word you have already read. Regressing slows reading speed. Push yourself by concentrating so much that your mind stays on the track and you can control the regression habit.

Sub-vocalizing. When you begin to read silently, you vocalize silently. Vocalizing takes three steps for the reading process: eye, throat, and brain. The good reader takes only two steps—eye and brain. Put your finger on your throat muscles as you read. If you feel any vibration, you are using those muscles to say the words to yourself. If you continue to vocalize after trying to avoid it, chew gum or hum to yourself as you read, but constantly push yourself.

Vocabulary. Build your vocabulary so you do not have to constantly regress to guess the meanings of unfamiliar words. There are several ways to improve vocabulary. The best way is to read more. Another way is to list unfamiliar words as you read, look them up in a dictionary, and then use them often enough to be sure of them. New

DEFINE THE THREE WAYS TO IMPROVE READING SKILLS.

Read the piece on professionalism at the end of this chapter. Note how long it took to read it. What is the surface (receptive) meaning? What is the deeper meaning and significance (reflective)?



words and new meanings for old words help you read steadily and swiftly only when they become an active part of your reading vocabulary.

Crossword puzzles are excellent vocabulary builders.

Adaptability

Adaptability is the ability to adjust your speed to the level of your reading material. Neither speed nor comprehension should be your goal. You should gear your speed to the importance and the difficulty of the material.

Adaptability and discrimination go hand in hand. Discrimination is knowing what is worth reading and how to read it for best results. Do not read fast just to get through material, and do not read so slowly that you waste valuable time. When you are studying school materials or regulations, slow down and read with critical attention to detail. When you are reading for general information and feel that you have a good control of the content as you proceed, speed up and save time.

Skim over the book to decide which reading speed to use. First, if there is a table of contents, read it. Next, thumb through the book, giving most of your attention to chapter headings and section heads. When you skim over some pages, look for topic sentences and summary sentences. Connectives such as *if*, *so*, *therefore*, and *finally* may point out these important sentences. Watch for underlined or italicized words. Pay special attention to the initial and closing paragraphs. When you feel that you have an overview of the author's main ideas and outline, ask yourself some study questions and plunge into rapid, fruitful reading.

Re-read the piece on professionalism. Is it easier to read it the second time? Why?

Skimming is quick reading for general ideas. Not every word is read. Some may be skipped.

DRILL AND CEREMONIES

In this section you will learn how to conduct a Retreat Ceremony and a Reveille Ceremony by using the Cadet Drill and Ceremonies Manual.

ACHIEVEMENT SUMMARY EXERCISE

1. List and explain the three styles of leadership. _____ , _____ , and _____ .
2. Match the leadership attribute with its definition
 - Power
 - Prominence
 - Respect
 - Awareness
 - Direction
 - Structure
 - Poised under stress
 - Not surprised
 - Good reputation
 - Influence events and people
 - Produce good results
 - Establish expectations

- Prepare for conflict
- A good record
- Essential in getting tasks done
- Know what is going on around you
- Know where you are going

3. Failure to use one's staff shows what? _____.
4. To ensure that a task is understood, supervised and done you should:
 - a. train individuals as team members.
 - b. assist in accomplishing mission.
 - c. balance supervision.
 - d. all the above.
5. Name the skills needed for proper teaching techniques. _____, _____, _____, _____ and _____.
6. Name the three elements of reading. _____, _____, _____.
7. What can be done to improve reading speed? _____.
8. What is the ribbon and cadet grade that corresponds to this chapter? _____, _____.
9. Cadet Sharp's family moves and finds that the nearest CAP unit is over 80 miles away. Lee applies for and is granted "cadet at large" status (still being in CAP but assigned to National Headquarters for testing and record keeping purposes). What would you do in Lee's place to ensure at least some interaction with other CAP members?

ANSWERS

1.
 - a. Used when you have time constraints, critical situations, individuals do not respond to other styles.
 - b. Subordinates are equal participants in effort to reach common goal.
 - c. Subordinates perform their functions well and in productive manner. Leader watches.
2.

Power - influence events and people

Prominence - essential in getting tasks done

Respect - good reputation

Awareness - know what is going on around you

Direction - know where you're going

Structure - establish expectations

Prepare for conflict - poised under stress, not surprised

Good record - produce good results.
3. A fundamental weakness in leadership.
4. All of the above.

5. Subject knowledge, preparation, appearance, presentation, use of teaching aids, use of feedback, evaluation.
6. Comprehension, speed, adaptability.
7. Increase span of recognition, concentrate to control regression, do not sub-vocalize, increase vocabulary.
8. Lindbergh, Cadet Technical Sergeant.
9. Lee realizes that while missing the interaction of other cadets is a loss, quitting the CAP program is a bigger one and is unacceptable. Lee makes contact with the other squadron to be able to participate in some of their weekend activities and succeeds in forming and being reassigned to a CAP flight, locally, which meets the last period of school Monday, Wednesday and Friday. Like Lindbergh crossing the Atlantic, there may be times when you have to "go it alone" for a while.

SPECIAL READINGS

PROFESSIONALISM

From USAF Officer Professional Military

Education System, AFM 53-8

A professional is an individual practicing a vocation, characterized by dedication and service. It also indicates a group of persons engaged in a particular field of endeavor. The term is generally considered to identify a calling (vocation) that requires ethical behavior, public service, specialized knowledge and long and intensive preparation. This includes instruction in skills and methods as well as in the underlying scientific, historical, or scholarly concepts and principles of the particular field. A profession attempts to maintain high standards of achievement and conduct, and commits its members to continued study and work for the purpose of rendering public service. The most distinctive characteristic of a profession is that its members are devoted primarily to a concept of service to society rather than to the pursuit of personal achievement.

CHARLES A. LINDBERGH

Charles A. Lindbergh, the son of a Minnesota congressman, entered the University of Wisconsin in 1920. Two years later he interrupted his education as a mechanical engineer to join a flying school. He bought his own plane and became an airmail pilot in 1925. At the time, a \$25,000 prize was being offered to whoever made the first non-stop flight across the Atlantic Ocean from New York to Paris. Lindbergh obtained the backing of some St. Louis businessmen, purchased a monoplane, which he named "The Spirit of St. Louis," and on May 20-21, 1927, accomplished the flight in thirty-three and a half hours. He became a hero of heroes at once as the United States exploded into vast demonstrations of admiration. But the flight was more than a stunt. It, and the publicity attending it, served an important purpose. In the quarter century since the Wright Brothers flew their plane, aeronautics had remained little more than a matter of stunting and thrills. There had been dogfights in World War I and some airmail service, but the general public did not take airplanes seriously as a means of transportation.

Lindbergh's flight, however, brought the airplane into public consciousness with a vengeance. The way was paved for the expansion of commercial flight. By the time another quarter century had passed, jet plane travel had arrived, the people of the world achieved a new mobility, and the railroad after a century of domination entered into decline.

Following the golden days of his solo flight, Lindbergh served science by working in designing an artificial heart. He was also in the news twice in less happy circumstances. In 1932 his first son, aged two, was kidnapped and murdered in a crime that made as great a sensation as had Lindbergh's flight five years before.

In the late 1930's he was one of the leading isolationists, fighting against participation of the United States in Europe's fight against Germany. However, when the United States actually went to war, he offered his services to the Army Air Forces. He went on several missions to the Pacific and Europe as a civilian consultant.

JACQUELINE COCHRAN

Born in Pensacola, Florida, Miss Cochran grew up in poverty in a foster home. At eight she went to work in a cotton mill in Georgia; she later was trained as a beautician and pursued that career in Montgomery, Alabama, Pensacola, Florida, and New York City, New York. She took her first flying lesson in 1932 and soon mastered the technical aspects of aviation and navigation. In 1935, Miss Cochran became the first woman to enter the Bendix Transcontinental Air Race. In 1937, she came in 3rd and in 1938, she won flying a Seversky pursuit plane. In 1941, she piloted a bomber to England and there, as a Flight Captain in the British Air Transport Auxiliary, trained a group of women pilots for war transport service. Upon her return to the United States, she undertook a similar program for the Army Air Forces. In July 1943, she was named director of the Women's Air Force Service Pilots—the WASPs—which supplied more than a thousand auxiliary pilots for the armed forces. At the end of the war, she served for a time as a Pacific and European correspondent for Liberty magazine. She became the first woman civilian to be commissioned a lieutenant colonel in the Air Force Reserves. Eager to make the transition to jet aircraft, she became the first woman to break the sound barrier in an F-86. In 1953, she set world speed records for 15,100 and 500 kilometer courses. She set an altitude mark of 55,253 feet in 1961 and the standing women's world speed of 1,429 mph in an F-104G. In 1959 she became the first woman president of the Federation Aeronautique Internationale. She was also a member of many other aviation organizations.



Fig 5-2 Jacqueline Cochran

THE REASON FOR LEADERSHIP

Adapted for CAP from ECI Course 0008C, USAF Senior NCO Academy.

The mission, job accomplishment, goal achievement, reaching objectives (or whatever you call it) is the sole reason for the existence of the thing we call leadership. You are a leader for one reason: to get the job done. If leaders want to be effective, what causes some of them to be ineffective? The only reason that applies is that their ineffectiveness is caused by their inability to do the right thing at the right time. It is difficult to deny that the best style of leadership is one that appropriately handles a situation. If you accept that statement, then the key is to find a way to interpret situations accurately and then reach within your style and apply the right action. Simple? Absolutely not, but as leaders we can all move in that direction.

Someone once said, "When you are working toward the solution of a problem, it helps if you know what the problem is." The same logic applies in leadership. Proper action is easier when you understand the situations you face. The biggest obstacles to understanding are (a) not getting the facts, (b) misinterpretation of the facts, (c) emotional and perceptual blocks, and (d) general lack of leadership training and skill. With

effort on your part, you can cope with these obstacles and increase your ability to properly interpret the situations you face.

We can categorize the different styles being used by leaders based on practiced traits and characteristics. For example, you can see some leaders who are very aggressive, decisive, and eager to take charge. They are the “put your shoulder to the wheel and get the job done” type. Other leaders are very team oriented and practice participatory management; they allow their subordinates to make decisions, to get involved in the leadership functions, to feel like stockholders in the firm. Still others are people-oriented, very friendly and supportive; they like to go out of their way to avoid offending or antagonizing their workers. Also, you can see leaders who are very systematic, non-changing, conservative, the follow the straight line type. You have no doubt worked for such leaders during your CAP career. All of these styles have strengths and positive qualities. As a matter of fact, the reason you have never met a leader who was totally ineffective is because there is not a style of leadership that is void of some favorable quality. The different styles all can be appropriate—if they properly fit the situation. Likewise they all can be inappropriate—when they do not fit in the situation.

Slowly mull over the following words and phrases: aggressive, decisive, logical, concerned for people, team-oriented, methodical, supportive, participative. Now consider these words and phrases: impulsive, too bossy, permissive, hesitant to change, indecisive, wishy-washy. Which group of words would you rather hear your workers use to describe your style of leadership? Amazingly, the negative words are from the same bag as the positive. The weaknesses are nothing more than over-extended strengths. The conclusion is that your strength is your weakness when you allow it to surface and be used in the wrong situation. If you are not careful and cognizant, the thing you are best at can very quickly over extend and detract from, rather than add to, your leader effectiveness.

To further increase your effectiveness, let other styles and personalities balance, offset, and extend yours. When General Russell E. Dougherty was Commander in Chief, Strategic Air Command, he was asked, “To what do you attribute your success as a commander?” He replied, “Fortunately, I have always been surrounded by outstanding people.” All leaders are surrounded by outstanding people; the fact is that this great leader allowed his people to “do their thing” instead of suppressing their talent. This increased his effectiveness. Your people can make you look good if you’ll let them—or they can use their creativity to circumvent your leadership.

To influence events and people, a leader must have power, which is a social and psychological leverage with people and institutions. The sources of power include professional and technical expertise, formal positions of authority, the legal rights of office, a knowledge of procedures, and the control of scarce resources and services. Power is also effected by interpersonal skills—the ability to persuade, motivate, and organize. Access to influential people in an organization enhances power, as does access to vital information that would be helpful in carrying out organizational goals. The capacity to dominate and intimidate others when necessary and the ability to resist domination are also important. The capacity to lead is one thing, but the courage to act decisively to make use of power is what finally counts. Power allows leaders to move the organization in a meaningful direction toward the achievement of key objectives.

Prominence brings power that is essential to being heard and getting results. Only rarely is visibility inadvisable for leaders. Several things can build a person’s prominence: status among associates, having one’s name and face recognized, good standing with higher-ups, and visible expertise. Awards, honors, titles, status symbols, and formal education also build prominence. People pay attention to someone whom they know is marked for leadership, someone who is seen as a “comer,” though this can produce feelings of jealousy if not properly handled. Leadership is built not only on prominence but on respect. Gaining a favorable reputation with others gives legitimacy to a person’s uses of power in leading others. Respect comes, in part, from success in past assignments, popularity, trustworthiness, ethical standards, and strong convictions. With a concern for the rights and well-being of others and a tolerance for individual differences, more respect is gained. Dependability, conscientiousness, self control, and self-confidence are other positive factors in the ability to exercise leadership.

Leaders must also be aware of what is going on around them and be receptive to feedback—even disagreeable news or tough criticism. They must be attuned to informal sources of information and opinion. If one is serious about providing leadership, it is important to be awake, alert, and ready to respond. Almost by definition, leaders have to know where they are going. Developing specific objectives, working out a practical course of action, getting things moving, and keeping matters on track all contribute to leadership

ability. Persuasiveness, constructive aggression, forward thinking, and a "can do" attitude contribute to providing direction for others.

But plans are not self executing, nor does order impose itself. If left alone most things disintegrate or slide into disarray. Effective leaders structure activities. In organizing work activities, it is important to let others know what is expected of them. Through leadership, roles are defined, responsibilities are delegated, and expectations are established. Building teamwork and scheduling activities are leadership functions that also should not be neglected. Leaders should be prepared for conflict, not surprised or disheartened by it. Short-fused crises come up and must be handled. It helps for leaders to be poised under stress while facing diverse situations in the organizational ruckus.

A good record for producing results is especially important for a leader. People like to be teamed with a winner, a doer. Personal drive and effort add to the luster of achievement. So persistence and endurance count.

As can be seen from the information just presented, a leader must have several qualities to be effective. When you assume the position of a leader, your work has just begun. Also, you will have to read about leadership, talk about leadership, think about leadership, try new things, and look for ways to expand your range of effectiveness.

ACHIEVEMENT CHART

PROGRAM REQUIREMENTS AND DATES COMPLETED

Physical Fitness Mile Run under 8:35 minutes for males and 11:20 for females. _____

Moral Leadership participation in at least half of unit moral leadership meetings during this achievement. _____

Attendance & active participation in unit activities (including payment of Unit and National dues). _____

Aerospace Education closed book test score of 70 percent or more correct. _____

Leadership Laboratory closed book test score of 70 percent or more correct. _____